

Dover Elementary

1411 Bedford Avenue
North, SC 29112

Grades	PK-5 Elementary School	
Enrollment	325 Students	
Principal	Cynthia Exum Strozier	803-247-2184
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Dr. Kalu Kalu	803-534-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	38	71	15

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Good	No
2005	Below Average	Below Average	No
2006	Below Average	Good	No

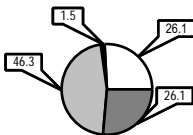
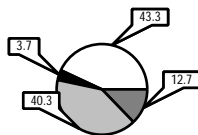
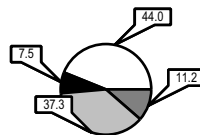
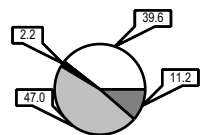
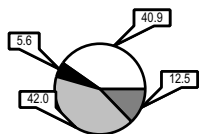
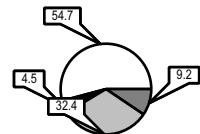
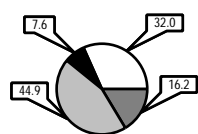
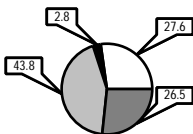
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	147	99.3	26.1	46.3	26.1	1.5	44.0	Yes	Yes
Gender									
Male	82	98.8	32.9	43.4	23.7	0.0	35.5	N/A	N/A
Female	65	100.0	17.2	50.0	29.3	3.4	55.2	N/A	N/A
Racial/Ethnic Group									
White	51	100.0	10.6	44.7	40.4	4.3	57.4	Yes	Yes
African American	92	98.9	33.3	47.6	19.0	0.0	38.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	100	100.0	13.2	50.5	34.1	2.2	54.9	N/A	N/A
Disabled	47	97.9	53.5	37.2	9.3	0.0	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	147	99.3	26.1	46.3	26.1	1.5	44.0	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	146	99.3	25.6	46.6	26.3	1.5	44.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	119	99.2	29.2	45.3	24.5	0.9	41.5	Yes	Yes
Full-pay meals	28	100.0	14.3	50.0	32.1	3.6	53.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	147	100.0	43.3	40.3	12.7	3.7	25.4	No	Yes
Gender									
Male	82	100.0	50.0	35.5	10.5	3.9	19.7	N/A	N/A
Female	65	100.0	34.5	46.6	15.5	3.4	32.8	N/A	N/A
Racial/Ethnic Group									
White	51	100.0	23.4	44.7	21.3	10.6	46.8	Yes	Yes
African American	92	100.0	53.6	38.1	8.3	0.0	14.3	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	100	100.0	26.4	49.5	18.7	5.5	37.4	N/A	N/A
Disabled	47	100.0	79.1	20.9	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	147	100.0	43.3	40.3	12.7	3.7	25.4	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	146	100.0	43.6	39.8	12.8	3.8	25.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	119	100.0	46.2	39.6	11.3	2.8	24.5	No	Yes
Full-pay meals	28	100.0	32.1	42.9	17.9	7.1	28.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	147	100.0	44.0	37.3	11.2	7.5	18.7
Gender							
Male	82	100.0	46.1	31.6	13.2	9.2	22.4
Female	65	100.0	41.4	44.8	8.6	5.2	13.8
Racial/Ethnic Group							
White	51	100.0	19.1	40.4	21.3	19.1	40.4
African American	92	100.0	57.1	35.7	6.0	1.2	7.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	100	100.0	31.9	42.9	14.3	11.0	25.3
Disabled	47	100.0	69.8	25.6	4.7	0.0	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	147	100.0	44.0	37.3	11.2	7.5	18.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	146	100.0	44.4	36.8	11.3	7.5	18.8
Socio-Economic Status							
Subsidized meals	119	100.0	49.1	36.8	10.4	3.8	14.2
Full-pay meals	28	100.0	25.0	39.3	14.3	21.4	35.7

Social Studies							
All Students	147	100.0	39.6	47.0	11.2	2.2	13.4
Gender							
Male	82	100.0	42.1	42.1	13.2	2.6	15.8
Female	65	100.0	36.2	53.4	8.6	1.7	10.3
Racial/Ethnic Group							
White	51	100.0	25.5	40.4	27.7	6.4	34.0
African American	92	100.0	47.6	50.0	2.4	0.0	2.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	100	100.0	24.2	58.2	15.4	2.2	17.6
Disabled	47	100.0	72.1	23.3	2.3	2.3	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	147	100.0	39.6	47.0	11.2	2.2	13.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	146	100.0	39.8	46.6	11.3	2.3	13.5
Socio-Economic Status							
Subsidized meals	119	100.0	43.4	48.1	8.5	0.0	8.5
Full-pay meals	28	100.0	25.0	42.9	21.4	10.7	32.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	55	100.0	22.0	32.0	38.0	8.0	46.0
	4	53	100.0	35.4	50.0	14.6	0.0	14.6
	5	53	100.0	26.9	44.2	26.9	1.9	28.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	100.0	24.5	41.5	32.1	1.9	34.0
	4	41	100.0	24.3	43.2	29.7	2.7	32.4
	5	47	97.9	29.5	54.5	15.9	0.0	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	55	100.0	42.0	54.0	2.0	2.0	4.0
	4	53	100.0	62.5	25.0	10.4	2.1	12.5
	5	53	100.0	40.4	34.6	11.5	13.5	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	100.0	47.2	41.5	7.5	3.8	11.3
	4	41	100.0	29.7	45.9	18.9	5.4	24.3
	5	47	100.0	50.0	34.1	13.6	2.3	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	55	100.0	52.0	46.0	2.0	0.0	2.0
	4	53	98.1	52.1	33.3	10.4	4.2	14.6
	5	53	100.0	63.5	19.2	11.5	5.8	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	100.0	39.6	47.2	9.4	3.8	13.2
	4	41	100.0	29.7	48.6	18.9	2.7	21.6
	5	47	100.0	61.4	15.9	6.8	15.9	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	55	100.0	48.0	46.0	6.0	0.0	6.0
	4	53	98.1	50.0	41.7	6.3	2.1	8.3
	5	53	100.0	42.3	40.4	7.7	9.6	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	100.0	37.7	49.1	11.3	1.9	13.2
	4	41	100.0	32.4	59.5	8.1	0.0	8.1
	5	47	100.0	47.7	34.1	13.6	4.5	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 325)				
First graders who attended full-day kindergarten	96.4%	Up from 86.4%	100.0%	100.0%
Retention rate	7.2%	Up from 4.8%	3.8%	2.8%
Attendance rate	95.9%	Up from 93.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.6%	0.0%	0.0%
Eligible for gifted and talented	2.7%	Down from 4.2%	5.7%	10.4%
On academic plans	0.0%	N/AV	46.0%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	9.8%	Up from 8.0%	7.6%	7.5%
Older than usual for grade	4.5%	Up from 3.6%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	54.2%	No change	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.6%	2.4%
Teachers with emergency or provisional certificates	4.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.8%	Down from 88.8%	86.8%	87.3%
Teacher attendance rate	92.8%	Down from 94.4%	94.7%	94.9%
Average teacher salary	\$42,334	Up 0.3%	\$41,658	\$42,485
Prof. development days/teacher	11.8 days	Up from 9.0 days	13.5 days	13.3 days
School				
Principal's years at school	1.0	Down from 11.0	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.6 to 1	17.2 to 1	18.6 to 1
Prime instructional time	87.0%	Down from 87.1%	89.2%	89.7%
Dollars spent per pupil*	\$6,909	Up 2.6%	\$7,033	\$6,557
Percent of expenditures for teacher salaries*	63.9%	Down from 65.4%	62.8%	64.0%
Percent of expenditures for instruction*	66.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dover Elementary School was under a new principal for the 05-06 school year, and he joined students, faculty, staff, and parents in working together to make positive strides toward accomplishing the school's mission: to provide all students with an equal opportunity to become successful life-long learners. These strides were strengthened by collaborative partnerships with community agencies, churches, and businesses.

Academic excellence was strengthened through teachers attending a variety of staff development activities and conferences targeting areas of student weaknesses. This included additional training in areas to strengthen their professional skills. The state mathematics conference was attended by all math teachers of grades three through five, to address tested weaknesses from the 04-05 PACT. There was also specific math training within the state to expand our approaches. Significant purchases of math manipulatives were made and a mathematics lab was opened in the spring with activities targeting identified weak performance areas. Additionally, resources that support music/arts integration were acquired. Those will be fully implemented in 06-07. In-house training was provided on the computer-assisted programs for the faculty such as Destination Math. Destination Math was extended into the second grade to strengthen the skills of students rising into the PACT tested grade levels for next year. Standards-based instruction through technology made learning more engaging and fun in language arts as well.

Riverdeep, My Reading Coach, and Destination Reading software supported continued student accomplishments in ELA. A book club led by a literacy coach focused on specific training for teachers, which enabled them to identify and address individual student needs. The newly updated Destination Reading allows for student acquisition of points and immediate feedback on their reading comprehension and progress. Adding to this were the specific standards-based benchmark assessments using SCANTRON in the computer lab. This diagnostic instrument furnished teachers, students, and parents with information, practice and study helps that were both standards-based and student-specific. Supporting these core content improvements was the implementation of a new focus on character development at Dover.

Students with strong characters and self-discipline maximize their learning opportunities. Citation and character awards, recognitions, and programs celebrated the efforts of each child to move toward responsible citizenship this year. The faculty also honed their skills to support a positive environment in specific training targeting positive motivation and classroom management. Some took additional training at the district level. In-house programs supported by the guidance counselor, Mental Health Counselor, new Behavior Management Coach, and MAPPS Counselor provided additional reinforcement to the goal of being responsible citizens. The daily WDES Morning News Show on in-house TV was anchored by students and celebrated achievements in character, attendance, and academics. The atrium at the center of campus focused on celebrating student achievement in academics, character, and the arts, drawing attention from students, staff, and visitors to the campus.

The decision was made to go to on grade level testing, which will be mandatory for the 06-07 school year throughout the state in compliance with the No Child Left Behind legislation. This year's scores will give us a baseline to build from in the future. We anxiously await the challenge!

Cynthia Exum Strozier, Interim Principal
Bill Addison, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	37	21
Percent satisfied with learning environment	84.0%	78.4%	61.9%
Percent satisfied with social and physical environment	92.0%	80.6%	65.0%
Percent satisfied with school-home relations	76.0%	94.4%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.